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ABSTRACT

This report summarizes the activities of "Indiana and the New Nation," a 2-year educational program for 30 Indiana teachers. The program sought to enrich participant knowledge and understanding of U.S. history; to find the means of using local historical resources to explore major themes in U.S. and European history; to find ways of integrating the valuable historical sites and resources of southern Indiana into the training of teachers and the shaping of the Indiana curriculum; and to identify deficiencies in social studies education and formulate recommendations for remedying them. The program implementation reflected such assumptions as students learn too little about Indiana and midwestern history and culture; local and regional history should be examined at many places in the student's education, and not just the fourth grade; and the curriculum should place greater emphasis on how to do history, including substantial use of primary sources. Besides summarizing the activities of the program, this report examines the influence of the program on its participants as well as those outside it. It concludes with a series of recommendations on teacher education, curriculum, and historic resources. Major activities of the project included summer institutes, teaching seminars, and a public workshop. Recommendations included those in the areas of teacher training and development at the elementary, secondary, and continuing education levels, and the curriculum such as history education, Indiana history, teaching materials and aids, and Indiana historic sites and museums. (DK)

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PUBLIC REPORT:
"INDIANA AND THE NEW NATION"
AND THE IMPROVEMENT OF HISTORY EDUCATION IN INDIANA

A PROJECT FUNDED BY THE NATIONAL ENDOWMENT FOR THE HUMANITIES
1989-1991

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MARCH, 1991

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INTRODUCTION

"Indiana and the New Nation, 1776-1876" began in January 1989 with a grant of $272,000 from the National Endowment for the Humanities. Proposed by the Education Committee of the Historic Southern Indiana Project, a department of the University of Southern Indiana, the grant funded a two-year educational program for thirty Indiana teachers. "Indiana and the New Nation" sought to enrich participants' knowledge and understanding of American history, to find means of using local historical resources to explore major themes in American and European history, to find ways of integrating the valuable historical sites and resources of southern Indiana into the training of teachers and the shaping of the Indiana curriculum, and to identify deficiencies in social studies education and formulate recommendations for remedying them.

"Indiana and the New Nation" implementation reflected these assumptions:

- -- that students learn too little about Indiana and Midwestern history and culture;
- -- that local and regional history, whether of the grand scale of Lincoln's boyhood home in Spencer County or the modest dimensions of a country church in Jefferson County, should and can be examined at many places in the student's education, and not just in the fourth grade, for it is a window through which to examine many historical issues;
- -- that southern Indiana's many historic sites and museums are underused classroom resources;
- -- that the people of Indiana, as they approach the bicentennial of the creation of the Indiana Territory, need to identify and plan to recognize those persons, organizations, institutions, and events in its history which are not presently memorialized by local, state, or federal historic sites or museums;
- -- that the study of history needs to be emphasized more systematically in the curriculum and in teacher education;
- -- that historical study involves not only greater knowledge and understanding of facts and ideas, but also an appreciation for and an ability to do historical research and to communicate it effectively to the public;
- -- that the curriculum should place much greater emphasis on how to do history, including substantial use of primary sources;
- -- and that there is much to be gained by stressing collegiality, whether between elementary and secondary teachers or between those teachers and history faculty at the university level.

This report summarizes the activities of "Indiana and the New Nation," which ended in February, 1991. It also examines the influence of the program on its participants as well as those outside it. It concludes with a series of recommendations on teacher education, curriculum, and historic resources. We are making this available to many Hoosier decision-makers in the hope that it will be of assistance in shaping history education in the years to come.

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University of Southern Indiana
March, 1991

I. PROJECT OVERVIEW

A. MAJOR ACTIVITIES

1. ADMINISTRATION

The "Indiana and the New Nation" grant project was administered by a project director and a grant project coordinator, with the assistance of a Planning Committee which met five times during the course of the project. The Planning Committee was composed of area educators and representatives from various historic sites, the Indiana Department of Education, Indiana Historical Society, Historic Landmarks Foundation of Indiana, Indiana Historical Bureau, and Indiana University Social Studies Development Center. (See list, Appendix 2.)

2. RECRUITMENT AND SELECTION OF PARTICIPANTS

The project was publicized beginning in late January of 1989. Announcements of the project were mailed to area principals within seventy-five miles of Evansville. In addition, Indiana Council for the Social Studies newsletters contained an announcement of the project. With the assistance of the Indiana Department of Education, announcements and applications were mailed to every superintendent in Indiana. These forms of publicity led to requests for additional applications. The deadline for applying was March 17.

The Selection Committee (a sub-committee of the Planning Committee) chose thirty teachers to participate in the program. The final class consisted of six high school teachers, four middle school teachers, and twenty elementary teachers. (See Appendix 1.) Twenty-nine completed the program.

3. SUMMER INSTITUTES

The major components of this project were the summer institutes, which brought participants together with nationally prominent scholars in order to enrich knowledge of local, state, and national history from the prehistoric period through 1876. Visits to historic sites in the region were also an integral part of the participants' learning experience during the summer.

The theme of the first summer institute, held July 10-28, 1989 on the University of Southern Indiana campus, was "Establishing Order on the Trans-Appalachian Frontier, 1776-1825." Scholars for the three week institute included: Marjorie Jones, Anthropology instructor at USI, who introduced teachers to Indiana prehistory; Paul Lucas, professor of history at Indiana University, who

discussed the Anglo-French-Indian contest for empire in the Ohio Valley; Peter Onuf, professor of history at the University of Virginia, who lectured on the Revolutionary Period and the Northwest Ordinance of 1787; and Donald Carmony, emeritus professor of history at Indiana University, whose topic was the Indiana Territory and Statehood. Teachers normally met with scholars in the morning for informal lecture/discussion, with afternoons and weekends devoted to site visits or left free for research, writing, and relaxation. Visits were made to historic sites at Angel Mounds, Vincennes, Corydon, Lincoln City, and New Harmony. Site visits stressed significance of the site to the state's history and served to introduce teachers to the educational programs available.

Lectures, discussion, and other institute activities were not broken up according to grade level of the teachers. There is great merit in providing a forum for free interchange of ideas without such limits. Fourth grade Indiana history teachers invariably impressed the high school teachers, for instance, with their enthusiasm for their subject and their innovative approaches to teaching history.

The topic for the second summer institute, July 9-27, 1990, was "Community-Building in Nineteenth Century Indiana, 1814-1876: Contrasting Examples." Visiting scholars were: Donald Pitzer, professor of history at USI, who discussed Communal Societies in Early Indiana, with special emphasis on New Harmony; James H. Madison of Indiana University, whose topic was the settlement of southern Indiana by Germans and upland Southerners; and Carol Blum, staff member of the Ohio Board of Regents and an urban history scholar, who introduced teachers to social and urban development of the Ohio Valley in the nineteenth century. Teachers spent the first week of the institute in New Harmony, where lectures and discussions were supplemented with visits to the many historic buildings preserved in the town. Teachers traveled to Madison for the first weekend of the institute, stopping briefly on the way at New Albany and Jeffersonville. In Madison, the group stayed at Clifty Falls State Park, toured historic sites, and rode a riverboat downriver to Jeffersonville to obtain a sense of river travel and transportation. The remaining two weeks of the institute were spent on the USI campus, with visits to Lincoln Boyhood National Memorial, St. Meinrad Archabbey, the Benedictine Convent at Ferdinand, the German community of Jasper, and relevant sites in Evansville.

Participating teachers were required to submit a research paper each summer in order to receive three units of graduate credit from USI. The subjects selected for these papers and the manner in which they were developed reflected careful thought and much enthusiasm. Each summer's papers have been duplicated, bound, and distributed to area historic sites and various educational and historical agencies in the state. (See Section II. B.)

4. TEACHING SEMINARS

Four weekend teaching seminars were held during the course of the project. These seminars sought to provide teachers the opportunity to learn about various national efforts to improve history education; to offer teachers the opportunity to exchange ideas on the development of in-service programs; to share materials related to the content of the summer institutes; and to develop recommendations for long-term improvement in the Indiana curriculum.

Dr. John Patrick, director of the Social Studies Development Center at Indiana University, and Evelyn Sayers of the Indiana Department of Education met with teachers at the conclusion of each summer institute to discuss pedagogical implications of their summer research. Participants were then required to develop one lesson plan each year based on the previous summer's research. Presentations of these lesson plans was an integral part of the teaching seminars.

Seminars typically opened Friday evening with dinner and an address from an inspirational speaker on topics in history and teaching. Saturday mornings were devoted to teacher presentations of lesson plans; afternoons typically included discussion of in-service possibilities and exchange networks, suggestions for curricular reform, touring of local sites, and planning for future project activities and dissemination of project results.

The first teaching seminar of the project was held at Vincennes on November 10-11, 1989. Guest speakers were two members of the Bradley Commission: Dr. Charlotte Crabtree, director of the UCLA/NEH National Center for History in the Schools, and Ms. Claudia Hoone, Indianapolis Public School teacher and an expert on the use of primary source documents in the classroom. The guest speaker for the second teaching seminar held February 23-24, 1990 at Corydon, was Arnita Jones, Acting Executive Secretary of the Organization of American Historians. The speaker for the seminar held November 9-10, 1990 at New Harmony was project director Darrel Bigham, a scholar with special interest in social and urban history in the Ohio Valley, who gave a presentation on research methods and materials used by historians. The speaker for the final seminar was James P. Wind of Lilly Endowment, a scholar of American religious history whose speech was titled "The Overlooked Community Builder: Religion in Nearby History."

5. PUBLIC WORKSHOP

In July 1990 the Planning Committee and project teachers decided to hold a public workshop in Indianapolis following the final teaching seminar in the project. This idea was inspired by the teachers' desire to share their two-year experience as widely as possible. The public workshop was held on January 26, 1991 at the Holiday Inn

Union Station. Entitled "Nation and Community in Our Schools," the workshop was conducted by project teachers and targeted other social studies teachers of all grade levels in Indiana. The purpose of the workshop was to demonstrate to participants how local resources and Indiana history can be used to teach larger themes in American and world history. Teachers attending the workshop received a modest stipend, meals, and packets of teaching materials.

Originally planned for only seventy-five participants, the workshop generated overwhelming interest. Over 600 applications were received. Thanks to grants from the Indiana Historical Society and the Indiana Humanities Council, we were able to accept nearly 200 participants; they were selected from all regions of Indiana on a first-come, first-served basis. Various forms of assistance for the workshop were also provided by the Indiana Department of Education, Indiana Historical Bureau, and Indiana Council for the Social Studies.

The workshop was attended by 188 participants, twenty guests, and twenty-eight project teachers. Poor weather that morning prevented another thirty from attending. Participants first attended a general session, with a welcome by Dr. David Rice, President of the University of Southern Indiana, an overview of the project by director Darrel Bigham, and comments by Mary Fortney of the Indiana Department of Education on changes in social studies education in the state. During the remainder of the day, participants then attended three of six sessions presented by groups of project teachers. Sessions presented were: "Using Primary Sources in the Classroom," "Using Historic Sites & Resources in the Teaching of Social Studies," "Personalizing the Past: Role Playing in the Teaching of Indiana History," "Pluralism in Nineteenth-Century Indiana: Contrasting Examples of Early Pioneer Communities," "The Growth of Cities in Indiana's Ohio River Valley," and "The Transportation Revolution in Nineteenth-Century Indiana."

B. PROJECT AUDIENCE

1. TEACHERS

The chief audience for this project was, of course, the group of twenty-nine Indiana teachers who participated in the two-year program. About two-thirds of the teachers taught at the elementary level, with the remaining one-third teaching middle or high school. There was also a good distribution of teachers according to region, with about half from central or northern Indiana.

The 188 teachers participating in the public workshop also came from all regions of Indiana, with seventy of Indiana's ninety-two counties represented. Slightly more than half of these participants taught at middle or high school levels. The audience

for the public workshop also included a dozen school administrators, college professors, and others in the education field, as well as another dozen or so guests from various state historical and educational agencies.

At the beginning of this project, participating teachers agreed to share knowledge gained during the two years with colleagues in their school corporations or areas. Every teacher in the project has done this to some degree, from informal sharing to more formal workshops and in-services for entire school corporations. Most are developing libraries of teaching materials and serving as resource persons at their schools, and some are participating in development of new curricula. Many project teachers have made presentations at local, state, and national conferences to large audiences of social studies educators. Most have also made presentations to community groups, churches, sororoties, or parents' groups. Several teachers have had their project lesson plans accepted into the ERIC (Educational Resources Information Center) Clearinghouse for Social Studies/Social Science Education at Indiana University, which will provide other educators with ready access to these documents.

2. STUDENTS

The most important benefactors of this project are Indiana students. It is impossible to measure in quantitative terms the impact of "Indiana and the New Nation" on students in the state, but all project teachers have commented that they can see positive effects on their teaching and their students. All acknowledged that their teaching had improved in terms of content. Most also noted that the enthusiasm for history generated by this project has been passed on to their students. Many additionally felt that the project had improved their teaching by increasing their self-confidence as competent and qualified educators.

3. HISTORIC SITE PERSONNEL

Historic site personnel and the students and school groups which visit their sites will also be affected by this project. Project teachers and historic site personnel have been working together to improve educational materials and programs offered by sites. Project teachers are utilizing these resources to a greater extent and encouraging their colleagues to do so as well. Teachers and historic site personnel are now more sensitive to the needs of the other. Additionally, teachers have a heightened awareness of the lack of funding for current historic sites and the lack of sites commemorating the last 100 years of Indiana's history. Several project teachers are working to help improve this situation.

4. OTHERS

An important part of this project was the formation of ties between teachers, university scholars, and various state educational and

historical agencies. These ties are important in order to achieve common goals.

Historic Southern Indiana's quarterly newsletter reaches approximately 500 educators, historic site personnel, economic development officials, individuals, and state educational and historical agencies. This newsletter has been used in the past, and will continue to be used to disseminate results and recommendations of this project.

C. EVALUATIONS

1. METHOD

The Indiana University Social Studies Development Center was responsible for carrying out evaluations of the project. A questionnaire was administered to the participants at the conclusion of each event, and a comprehensive questionnaire was administered at the conclusion of the project.

2. FINDINGS

Evaluations for each event were overwhelmingly positive. Strengths of the project included the quality of the visiting scholars; the opportunity to share information and ideas with other teachers; the arousal of interest in the subject matter; exposure to varied historical resources in southern Indiana through contact with and use of historical sites and museums; and the planning and organization of the institute.

Weaknesses of the project were relatively minor. The chief complaint was about the reading and writing assignments. The participants felt, after the first summer institute, that they did not have enough time to do the daily reading assignments and prepare their research papers as well. This problem was alleviated to some extent the second summer by supplying teachers with books and a reading list several months in advance, and by requiring them to select a research topic by March 1. However, many participants, while acknowledging the value of the research paper, still felt that this requirement was too much in addition to preparation for the daily lecture/discussion. We have determined that the requirement for future projects of this type might be two or three shorter papers which are directly related to the daily reading assignments and lectures.

3. EVALUATIONS OF THE PUBLIC WORKSHOP

Evaluations submitted by the 188 teachers who attended the public workshop were also largely positive. Strengths of the workshop included effective organization and management, enthusiasm of the presenters, models of good teaching exhibited in breakout sessions,

friendliness and collegiality of the presenters, and useful materials that can be applied to classroom teaching and curriculum development. The main weaknesses expressed were lack of time to cover all subjects adequately, insufficient attention to secondary school curriculum, insufficient attention to the northern part of Indiana, and too much time spent on the general session.

II. PROJECT CONSEQUENCES

A. DISSEMINATION OF PROJECT RESULTS

1. EXPECTED AND UNEXPECTED OUTCOMES

All projects of this type and duration have intended and unanticipated results. Among the former, the most obvious was the requirement that all participants host at least one in-service training session in their school corporations in which their workshop and seminar experiences would be shared. As of February, 1991, all of the teachers have fulfilled this commitment. We also hoped that the students of the participants would directly benefit. There is much evidence that this is occurring. We also asked teachers to prepare a lesson plan based on a portion of their summmer institute experience and discuss it with their fellow participants at one of the two teaching seminars that followed each summer. Every participant received a set of each year's collection, and additional copies were placed on deposit in key repositories in Indiana. (See Section II. B.) In addition, the Indiana Historical Bureau will publish many of these lesson plans in a new series of materials for Indiana teachers.

2. THE RESEARCH PAPER

The requirement that the teachers do a research paper relating to some aspect of the summer institute topic secured for them fuller knowledge of historical content and methodology and more effective writing skills. Each participant received an entire set of his or her colleagues' papers, and additional sets were mailed to each historic site in southern Indiana and to appropriate state public and private agencies. (A complete set is also available in the Historic Southern Indiana Project office.)

3. THE PUBLIC REPORT

The report issued in February 1991 was part of the original plan, although its length and scope greatly exceed earlier expectations.

4. OTHER REPORTS ON "INDIANA AND THE NEW NATION"

The authors of the "Indiana and the New Nation" proposal, moreover, indicated that they would seek to make the results of the program known in as many public meetings as possible. One of the planned forums was the annual meeting of the Indiana Council for the Social

Studies. Ten "Indiana and the New Nation" teachers have agreed to present a workshop at the ICSS on April 27, 1991, on the Indiana University campus.

One unanticipated public forum was the annual meeting of the National Council for Social Studies in November, 1990. The project director, curriculum expert John Patrick of Indiana University, and two teachers presented a panel discussion of the project November 19 in Anaheim, California. Another was the January 26 workshop in Indianapolis which attracted 200 teachers from seventy of Indiana's ninety-two counties and every type of school system. All but one of the project participants were present that day to serve as instructors for their colleagues. Each of the 200 was permitted to select three of six workshops during the day. Three were content-oriented (e.g., the development of towns in the Ohio Valley) and three methodological (e.g., using primary sources in the classroom). The project will also be discussed at the annual meeting of the American Association for State and Local History in August, 1991. HSI has been invited to make a panel presentation at that meeting, to be held in Dearborn, Michigan.

5. OTHER OUTCOMES

Many other activities stemmed from this program. Several project teachers joined the HSI Education Committee. Several teachers were major resource persons for the writing of the new Macmillan Indiana history text for fourth grade. A number of others were appointed to statewide textbook examination committees. Most were designated curricular resource leaders in their local schools. A number of teachers formed an "Artifact Box Exchange" through the leadership of Isobel Arvin, an elementary teacher in Crawfordsville. Mrs. Arvin, like many of her fellow participants, also used her two-year experience in revising the curriculum in her school system. Project participants became resource persons in their communities in other ways. Joanne Cox, an elementary teacher in the Elkhart schools, figured largely in the formation of an education program at Bonneyville Mill in Goshen, the oldest surviving grist mill in the state.

The most significant unplanned effort to disseminate project results is probably the least tangible--the web of friendships and professional ties which was created in the two years. For example all twenty-nine teachers, whose names and addresses appear later in this report, have indicated that they are willing to serve as consultants to other teachers in Indiana via in-service training or other means. (See Appendix 1.)

The level of interest and enthusiasm which they exhibited for the program was infectious: that led the Indiana Department of Education to agree to co-sponsor the January 26, 1991 workshop, "Nation and Community in Our Schools," and also prompted the Indiana Historical Society and the Indiana Humanities Council to

provide funding so that twice the number of teachers could attend as had been planned.

B. IMPACT ON THE STUDENT AND THE CURRICULUM

1. TEACHING MATERIALS

This program has led to the creation of much-needed teaching materials and an improvement in those already available. These materials have been copied, and complete sets for both years are available in the following locations: the Historic Southern Indiana Project office at USI; the Social Studies Development Center at Indiana University; the office of the Social Studies Consultant at the Indiana Department of Education; the Indiana Historical Bureau; and the Indiana Historical Society Library. Some of the lesson plans have been accepted in the ERIC program of the Social Studies Development Center at IU, and a number, as noted earlier, will be published by the Indiana Historical Bureau. Southern Indiana historic museums and sites have also been supplied relevant lesson plans. Along with the sets of research papers, the lesson plans have greatly aided the educational outreach programs of these historical resources. Among other things, they help these facilities to integrate their educational programs into the Indiana school curriculum.

2. TEACHER KNOWLEDGE AND UNDERSTANDING OF HISTORY

Perhaps the most vital effect, however, stems from the greatly expanding teacher knowledge and understanding of American history. This will immediately affect not only the teacher's students, but also those of that teacher's associates.

C. IMPACT ON THE TEACHER/EDUCATOR

1. PROFESSIONAL NETWORKS

The consequences of the project in this respect are far-reaching. The formation of professional networks among the twenty-nine teachers is striking, as is their willingness to serve as trainers for other teachers after the conclusion of the grant period. The participants became aware of, and involved in, various efforts to reform the social studies curriculum, notably the work of the Bradley Commission (now the National Council for History Education) and the recently adopted California Curriculum. Representatives of each of these spoke to the teachers during the first year of the program. Several of the teachers served as consultants to the historic sites and museums of Historic Southern Indiana in such matters as planning field trips and developing educational materials for the classroom. Finally, participants have formed strong professional ties with historic site and museum administrators in the region, visiting scholars in the summer institutes and weekend seminars, and representatives of public and

private state agencies--notably the Indiana Department of Education, the Indiana Historical Society, the Indiana Historical Bureau, and the Indiana Humanities Council.

2. TEACHERS AS INDIANA EDUCATIONAL RESOURCES

With the completion of the grant-funded phase of "Indiana and the New Nation," the twenty-nine teachers will remain in touch with each other via a newsletter. They have also indicated their desire to assist in efforts to improve the training and development of history teachers and the history/social studies curriculum. They are an asset of which educators and those interested in educational development and enhancement should take advantage.

III. PROJECT RECOMMENDATIONS

The teachers participating in "Indiana and the New Nation" and the members of the Planning Committee which provided oversight for the project (see Appendix 2) offer the following recommendations:

A. TEACHER TRAINING AND DEVELOPMENT

1. ELEMENTARY EDUCATION

The participants in this project join its planners in pointing to severe deficiencies in the training and certification of teachers. Prospective elementary teachers (including those at the middle school level) are required to take only one United States history course and one world history course. Both are surveys. Courses in Indiana history are not required. Neither are courses in historical research and writing. The dearth of training in content at the expense of methods courses is not, however, limited to historical study; it applies as well to such other disciplines as mathematics and literature. Serious thought must be given by those establishing certification requirements to substantially raising the number of courses in history required of prospective elementary teachers. This should include upper-level and historical methods courses. A course in Indiana history is also desirable, since at present formal Indiana history instruction seems to occur only in the fourth grade.

2. SECONDARY EDUCATION

Prospective secondary school teachers of history currently need to have endorsements--either as a primary field, which comprises eighteen hours, or a supporting field, which comprises twelve. The prospective high school history teacher does not major in history: he or she majors in social studies--a broad program of fifty-four semester hours in which, typically, he or she takes a primary endorsement in United States history and two supporting ones, twelve hours each in world history and political science. The remaining twelve hours are electives taken in the other social

sciences--economics, geography, sociology, and psychology. Available training in geography--knowledge of which history/social studies reformers say is severely lacking in the schools--occurs in those limited opportunities for electives.

One solution would be to eliminate these social studies degrees and require instead that prospective high school teachers of history have an undergraduate degree in history, which would include a historical methodology course and a senior seminar, and a minor in a related social science field, such as political science. Another solution--if the present system of social studies endorsements is retained--is to increase the number of hours required of prospective history teachers as well as to require courses in methodology and research. A related issue is the need to require at least six semester hours of geography.

Unless these issues relating to teacher education are addressed, we shall continue to produce students who are woefully ignorant of the history of their nation and of their world. Their knowledge and understanding of their state's contributions to national development and the impact of such outside forces as federal spending and mass communications on the state's development will be as foreign to them as the study of Japan or the Middle East. With greater appreciation for their own history--in this case, Indiana, comes greater self-esteem and, in the long run, a stronger foundation on which to build the state's economy and society. As noted by the authors of the California history-social science curriculum (1988), "by studying history-social science, students will appreciate how ideas, events, and individuals have produced change over time and will recognize the conditions and forces that maintain continuity within human societies."

3. CONTINUING EDUCATION

We also recommend the expansion, statewide, of continuing education opportunities in history, including the study of Indiana. This could be done, for example, by the establishment, by college and university departments of history, of summer institutes in history. Such programs--probably three weeks in length--would offer graduate credit. Emphasis would be placed on content enrichment, although opportunity for discussing application in the classroom could be provided. Such summer institutes would be intensive--a morning devoted to lectures and classroom discussion, followed by an afternoon of reading, preparation of seminar papers, and historic site visits. To encourage participation, attendees would be provided living expenses and stipends. Funding for such a program will be sought through a major continuing grant from an appropriate private agency in Indiana. Ideally, the Indiana General Assembly should allocate funds to its state universities for such a program.

Continuing education opportunities could also include week-long institutes in the summer and weekend seminars during the school

Continuing education opportunities could also include week-long institutes in the summer and weekend seminars during the school year.

Whatever the continuing education opportunities, it is strongly advised that they be provided without special regard for the grade level of the teacher. Much is to be gained in collegiality by emphasizing the common search for understanding on the part of all those involved, including the college or university instructor. Participants in "Indiana and the New Nation" were especially enthusiastic about this, as it offered them a rare opportunity to share in the search for truth with colleagues, regardless of their academic rank.

B. THE CURRICULUM

1. HISTORY EDUCATION

We strongly support the Bradley Commission's recommendations on the place of history in the curriculum. (See Appendix 3.) Historical thinking as well as facts and ideas should be taught at all levels, from the first through the twelfth grades. A valuable example of how this can be done is also provided in the introductory statement from the recently adopted History and Social Science Curriculum for the California schools. (See Appendix 4.) Another example is the set of recommendations from the Alabama Coalition for History in the Schools. (See Appendix 5.)

2. INDIANA HISTORY

The study of Indiana history also needs to be expanded. Formal study of Indiana history occurs now only in Grade 4, and in a number of school districts for only one semester of that year. At least one full year at the elementary level needs to be required. In addition, we recommend that a course in Indiana history be required at the secondary level. The amorphous "Indiana Studies" currently available as an elective needs to be replaced by a true course in state and regional history.

More at issue is a current perception about state and regional history--that because it is close at hand, it should be taught only at the lower grade levels. That approach moves the child from local to world perspectives as the grade level rises. The problem is that history which is close at hand can and should be used to illustrate historical themes. Its accessibility allows teacher and student the opportunity to explore a variety of nationally significant issues using local architecture, photographs, public records, business or church histories, oral history, and other primary sources. Such a way of viewing history--that it is not "out there," but close at hand--should be introduced at all grade levels. This view of history across the curriculum is much more important than the number of courses devoted to the history of the state.

3. TEACHING MATERIALS

Closely related is the sort of material which we need to develop for the teaching of elementary and secondary history. Much too much emphasis is placed on textbooks and workbooks, generally sterile reading stressing memorization of names and dates; too little is devoted to the primary sources. Development of field trips, oral and video history programs, and other means of gaining a first-hand knowledge of history is a vital means of securing this objective. Every teacher in this NEH project, however, stressed that collections of readings in Indiana and Middle West history are sorely needed at the elementary and secondary levels. These could supplement course work in Indiana and American history.

Also lacking are audio and video tapes relating to various aspects of state and national development. One significant example of this is the absence of video-taped orientations to the state's historic sites. Such materials could be used either in lieu of or in preparation for a visit to the site. In southern Indiana, notable exceptions are the video tapes available at Angel Mounds State Historic Site, George Rogers Clark National Historical Park, and Lincoln Boyhood National Memorial. Much could be done, moreover, with student-teacher collaborative efforts to record the stories of local residents and use these oral and video histories in the classroom.

4. OTHER TEACHING AIDS

Teachers in Indiana would also benefit from two other initiatives: the publication of research aids, such as historical atlases, for Indiana and Middle West history; and the encouragement of the use of the many Indiana repositories of archival and manuscript materials relating to local, state, and national history. Teachers need to be made aware of the holdings of these collections and be encouraged to use them. Especially vital resources which need to be more fully utilized are the Indiana Historical Society Library and the Indiana State Library. One example of these resources is the forthcoming anthology of essays on ethnicity in Indiana to be published in 1992 by the Indiana Historical Society, which will also hold a major statewide conference on ethnicity on October 12 of that year.

5. CONCLUSION

The preparation, dissemination, and use of such materials assumes some revision in the way in which history is taught. Through undergraduate and graduate training as well as continuing education, teachers need to be encouraged to make greater use of historic sites, community artifacts (including architecture), documents, and other primary sources in the classroom. A valuable

January/February 1991 issue of History News, a publication of the American Association for State and Local History.

Such endeavors will require collaboration between and commitment from such agencies as the Indiana Historical Bureau, the Indiana Department of Education, the Indiana Humanities Council, the Indiana State Museum system, and the Indiana Historical Society, as well as assistance of leading Indiana philanthropic organizations. Grassroots involvement from Indiana teachers and university and college faculty is, however, absolutely essential to the success of such endeavors.

C. INDIANA HISTORIC SITES AND MUSEUMS

It is a pity that these valuable public resources--whether administered by local, state, or federal agencies--are generally underfunded. Staffing, maintenance, curatorial services, school outreach, and the quality of interpretation suffer as a result. Historic sites serve as links in the collective memory of the people of Indiana. They allow us to appreciate the distinctive contributions of Indiana to regional and national development.

The people of Indiana are also shortchanged by the paucity of facilities commemorating their history in the past 100 years and the varieties of important contributions in that period. Our industrial history, for instance, is not preserved. Nor are the stories of important population groups--African American, the "new immigrants," and women, for example.

As Indiana approaches the bicentennial of its creation as a territory in 1800 and as a state in 1816, its leaders need to address this vital issue in two ways: assessing the current state of historic sites and museums, including the level of funding and quality of services, and identifying those historical resources which need to be added.

APPENDIX

1. "Indiana and the New Nation" Teachers

Judith A. Allee
Cloverdale Elementary, Cloverdale

Mary E. Anthrop
Central Catholic Jr/Sr. High, Lafayette

Isobel S. Arvin
Laura G. Hose Elementary, Crawfordsville

Teresa L. Branson
Marrs Elementary, Mt. Vernon

Candace T. Carr
W.D. Richards Elementary, Columbus

Joanne Cox
Concord West Side, Elkhart

Nancy Cox
West Terrace Elementary, Evansville

Elizabeth Culiver
Hebron Elementary, Evansville

JoAnn Fox
Cumberland Road Elementary, Noblesville

Attilia Landini Gogel
Perry Central Jr/Sr High, Leopold

Barbara A. Heath
Custer Baker Middle School, Franklin

Penny E. Howell
Thomas A. Hendricks Elementary, Shelbyville

Terry Iunghuhn
Brumfield Elementary, Princeton

Patricia C. Johnson
Johnson Elementary, Scottsburg

Janet Kluemper
Ireland Elementary, Ireland

Kathleen J. Koch
Winchester Community High, Winchester

Katherine MacGregor
Evansville Day School, Evansville

Jerry B. Noland
Harrison High School, Evansville

Sheila A. Reed
Bremen Elementary-Middle, Bremen

Marilyn Renner
Mary E. Castle Elementary, Indianapolis

Joyce Burton Rogers
North Grove Elementary, Greenwood

Michael L. Rogers
Spring Mill Elementary, Indianapolis

Wilma K. Shackleton
Seeger High School, West Lebanon

Lois Shelton
Veale Elementary, Washington

Marylou Snyder
Western Intermediate, Russiaville

Clark Stahly
Carroll High School, Fort Wayne

Debra Swift
Willard Elementary, Winchester

Norma Tiek
Farmersville Elementary, Mt. Vernon

Kathleen W. Voegel
Castle Junior High, Newburgh

2. Planning Committee Members

Mary Fortney, Social Studies Consultant
Indiana Department of Education

Evelyn Sayers, Special Assistant for School Improvement
Indiana Department of Education

William Bartelt, Teacher
Harrison High School

Richard Borries, Supervisor of Social Studies
Evansville-Vanderburgh School Corporation

Mark Rice, Principal
Farmersville Elementary School

Jean Graham Lee, Curator
New Harmony State Historic Site

Thomas Pickering, Dean
USI School of Education & Human Services

Glenn Kinzie, Professor
USI Teacher Education Department

Ruth Tompkins, Professor
USI Teacher Education Department

Peter Harstad, Director
Indiana Historical Society

Pamela J. Bennett, Director
Indiana Historical Bureau

John J. Patrick, Director
Indiana University Social Studies Development Center

James A. Sanders, Director
Historic New Harmony

Mark Dollase, Regional Coordinator
Historic Landmarks Foundation of Indiana

Norm Hellmers, Superintendent
Lincoln Boyhood National Memorial

Terry DiMattio, Superintendent
George Rogers Clark National Historical Park

3. Bradley Commission Recommendations on History Education*

In recognition of the critical value of historical study to the education of Americans, the Bradley Commission has adopted the following resolutions, addressed to all citizens who bear responsibility for designing and implementing courses of study in our schools:

1. That the knowledge and habits of mind to be gained from the study of history are indispensable to the education of citizens in a democracy. The study of history should, therefore, be required of all students.

2. That such study must reach well beyond the acquisition of useful information. To develop judgment and perspective, historical study must often focus upon broad, significant themes and questions, rather than short-lived memorization of facts without context. In doing so, historical study should provide context for facts and training in critical judgment based upon evidence, including original sources, and should cultivate the perspective arising from a chronological view of the past down to the present day. Therefore it follows....

3. That the curricular time essential to develop the genuine understanding and engagement necessary to exercising judgment must be considerably greater than that presently common in American school programs in history.

4. That the kindergarten through grade six social studies curriculum be history-centered.

5. That this Commission recommends to the states and to local school districts the implementation of a social studies curriculum requiring no fewer than four years of history among the six years spanning grades 7 through 12.

The Commission regards such time as indispensable to convey the three kinds of historical reality all citizens need to confront: American history to tell us who we are and who we are becoming; the history of Western civilization to reveal our democratic political heritage and its vicissitudes; world history to acquaint us with the nations and people with whom we shall share a common global destiny. It follows....

6. That every student should have an understanding of the world that encompasses the historical experiences of peoples of Africa, the Americas, Asia, and Europe.

7. That history can best be understood when the roles of all constituent parts of society are included; therefore the history of women, racial and ethnic minorities, and men and women of all classes and conditions should be integrated into historical instruction.

8. That the completion of a substantial program in history (preferably a major, minimally a minor) at the college or university level be required for the certification of teachers of social studies in the middle and high schools.

The Commission is concerned by the minimal, frequently insubstantial, state requirements for historical studies in the education of social studies teachers. The kind of historical instruction we believe to be indispensable requires prior study of the subject in depth.

9. That college and university departments of history review the structure and content of major programs for their suitability to the needs of prospective teachers, with special attention to the quality and liveliness of those survey courses whose counterparts are most often taught in the schools: world history, Western civilization, and American history.

The Commission is concerned that the structures and requirements of the undergraduate history major are too frequently inchoate, and the insufficient attention is paid to courses demonstrating useful approaches to synthesis, selection, and understanding of organizing themes.

4. Introduction, History-Social Science Curriculum, California (1988)*

By studying history-social science, students will appreciate how ideas, events, and individuals have produced change over time and will recognize the conditions and forces that maintain continuity within human societies. We want our students to understand the value, the importance, and the fragility of democratic institutions...to develop a keen sense of ethics and citizenship, and care deeply about the quality of life in their community, their nation, and their world. We want students to see the connection between ideas and behavior, between the values and ideals that people hold and the ethical consequences of those beliefs. We want our students to learn about the cultures, societies, and economic systems that prevail in other parts of the world and to recognize the political and cultural barriers that divide peo;le as well as the common human qualities that unite them.

This framework represents an effort to strengthen education in the history-social science curriculum while building on the best practices contained in previous frameworks. The distinguishing characteristics of this framework are as follows:

1. This framework is centered in the chronological study of history.

2. This framework proposes both an integrated and correlated approach to the teaching of history-social science.

3. This framework emphasizes the importance of history as a story well told.

4. This framework emphasizes the importance of enriching the study of history with the use of literature, both literature of the period and literature about the period.

5. This framework introduces a new curricular approach for the early grades (kindergarten through grade three).

6. This framework emphasizes the importance of studying major historical events and periods in depth as opposed to superficial skimming of enormous amounts of material.

7. This framework proposes a sequential curriculum, one in which knowledge and understanding are built up in a carefully planned and systematic fashion from kindergarten through grade twelve.

8. This framework incorporates a multicultural perspective throughout the history-social science curriculum.

9. This framework increases the place of world history in the curriculum to three years (at grades six, seven, and ten), organized chronologically.

10. This framework emphasizes the importance of the application of ethical understanding and civic virtue to public affairs.

11. This framework encourages the development of civic and democratic values as an integral element of good citizenship.

12. This framework supports the frequent study and discussion of the fundamental principles embodied in the United States Constitution and the Bill of Rights.

13. This framework encourages teachers to present controversial issues honestly and accurately within their historical or contemporary context.

14. This framework acknowledges the importance of religion in human history.

15. This framework proposes that critical thinking skills be included at every grade level.

16. This framework supports a variety of content-appropriate teaching methods that engage students actively in the learning process.

17. This framework provides opportunities for students' participation in school and community service programs and activities.

*Complete copies of these reports are on file in the Indiana Department of Education, the Indiana Historical Bureau, and the Historic Southern Indiana Project office at USI.

Jacqueline Matte

Outstanding teacher honored by IBM

Jacqueline Matte of Mountain Brook Junior High School was named 1990 Teacher of the Year for the Southern region of the country by IBM. Jackie received a personal computer system and software.

Jackie, who teaches ninth-grade Alabama history, developed a database project entitled "Profiles of Alabama." Her students compiled information from each of Alabama's sixty-seven counties to build the database. Working with the database in the classroom, students were able to see correlations among economics, education, employment, and quality of life.

One of the students, Jennifer McCullough, commented on her work with the database: "We discovered that infant mortality corresponds to low per capita income, the number of hospital beds and doctors. I was shocked that some counties had only three doctors."

Jackie wishes to thank her students, especially Jason Pittman, for their help in making the program a success. Jackie, who has been at Mountain Brook since 1972, participated in the Alabama history institute at the University of Alabama in June of this past year.

Quotable

"Knowledge of history is more than a handy tool for cocktail conversation. Children ignorant of history will wander this globe in a daze, unable to know why this country holds so much promise. . . ." (*Tuscaloosa News*, August 14, 1990)

State social studies curriculum to be revised

How important is it for students to study ancient Greece, the Reformation, and other such traditional topics of "world history?" How much American history should be included in the curriculum, and at what grade levels?

These questions and many others will be aired when in the fall of 1991 the Board of Education appoints two teachers from each of the seven congressional districts to review the state social studies course of study. Three university faculty and four school administrators will also serve on the Course of Study Committee.

History faculty from several universities and public schools, along with the staff at the Department of Archives and History, met in Birmingham in early 1990 to discuss this impending review. This group formed the Alabama Coalition for History in the Schools.

The Coalition members agreed that part of the answer to improving students' knowledge of history is to restructure the course of study.

The Coalition suggests that history be introduced in the earliest school years (as it stands now, students get their first taste of history in the fourth grade), and that world and United States history each be taught in two-year sequences.

The current course of study and the Coalition's model are presented below. Please let the Coalition know your feelings on this important matter. Send your comments in care of *History Alabama*, P. O. Box 870342, Tuscaloosa, Alabama 35487-0342.

— *George Prewett*

CURRENT COURSE OF STUDY

- K Introduction to the basic social groups.
- 1 Continuation and enrichment of the kindergarten program.
- 2 Local community.
- 3 Communities around the world.
- 4 Alabama studies and comparative regional studies.
- 5 United States History
- 6 Canada and Latin America.
- 7 Regional studies of the Eastern Hemisphere.
- 8 Civics and law.
- 9 Alabama history and world geography.
- 10 World history (required for students pursuing the advanced diploma).
- 11 United States history.
- 12 United States government and economics.

COALITION'S MODEL

- K Children's adventures: long ago and far away
- 1 People who made America
- 2 Traditions, monuments, and celebrations
- 3 Alabama history: land and people
- 4 World regional geography
- 5 Biographies and documents in world history
- 6 Biographies and documents in United States history
- 7 World regional geography and Alabama history
- 8 World history and geography to 1789
- 9 World history and geography since 1789
- 10 United States history and geography to 1900 (including Alabama history)
- 11 United States history and geography in the twentieth-century (including Alabama history)
- 12 United States government and economics

Archives offers school tours

The 1990-91 school tour season has begun at the Alabama Department of Archives and History. Last year over 55,000 school children toured the State History Museum at the Archives, and an even larger number is expected this year.

Archives tours have been developed to complement the history course of study and have been designed for different grade levels. Available tours concentrate on Alabama Indian history, military history, and what museums and artifacts tell us about people and societies. 1991 tours include, among others, "Places in the Past: Early Alabama Indian Communities" for grades K-3; "Mysteries of Time: What Artifacts Reveal" for grades 4-6; and "Unsung Heroes: The Common Man at War" and "Shadows of the Past: A Clash of Cultures" for grades 7-12.

Individual tours incorporate both a guided tour of the related gallery and a hands-on learning experience. To ensure that each tour is an educational and rewarding experience, only a limited number of tours is given each hour. Reservations are required.

A new school tour brochure is available upon request. To receive a brochure or to make tour reservations, call Patricia Sweet at 242-4363.